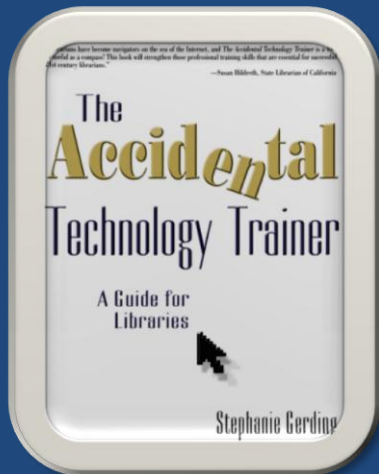


Improving Technology Training

TEXAS STATE LIBRARY AND ARCHIVES COMMISSION



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- Evaluate library technology training
- Empower staff and volunteers to strengthen library technology training
- Solve difficult library training situations

Training Cycle



We have very little time...
therefore, we must proceed
very slowly.



Learning is an art...it can be messy!



PLAN

What needs to be done to get your training program from where it is now to where your community needs it to be?



Five reasons for evaluating training

Improve the
training

Promote personal
growth and self-
evaluation (of both
trainer and learner)

Assess the degree
of demonstrated
achievement;
measure results

Determine future
learning needs

Prove whether the
service is of value;
demonstrate
impact.

Ask These Questions

- ❑ What is working? (appreciative inquiry)
 - ▣ How can we do more of that?
- ❑ What isn't working?
 - ▣ How can we change that?
- ❑ What impact is our tech training having?
 - ▣ How can we share that?
- ❑ What opportunities are available?
- ❑ What are the needs?

What needs to be evaluated?

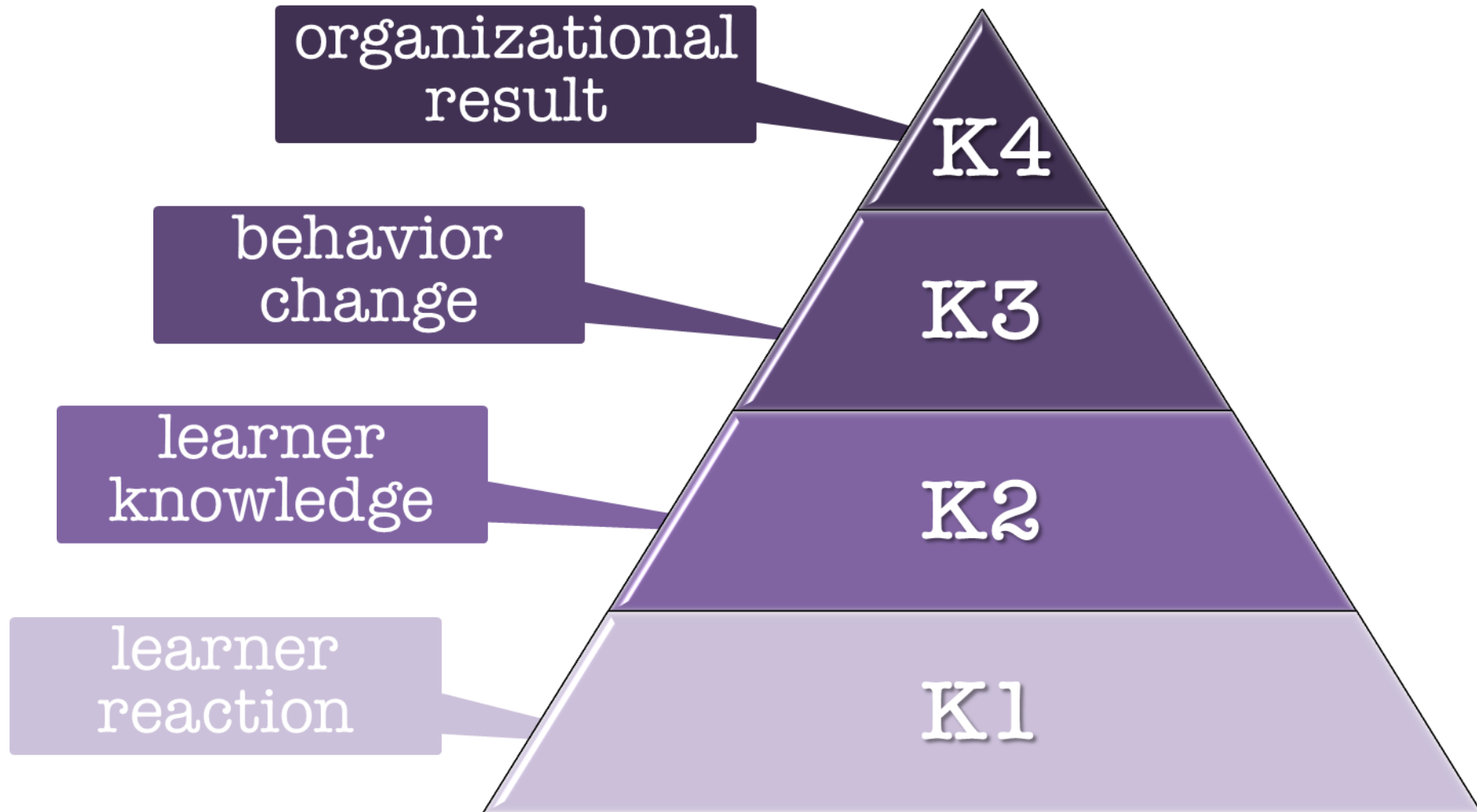
- ❑ The trainer?
- ❑ The workshop?
- ❑ The training plan?
- ❑ Goals? Outcomes?
- ❑ Impact?
- ❑ Cost?
- ❑ Partnerships?

Writing an Evaluation Plan

1. **Why** are you evaluating? (purpose)
2. **Who** is the audience for the results?
3. **What** do you need to know to measure progress?
4. **When** do you need the information?
5. **How** will you collect the data and stories?



Kirkpatrick's Evaluation Hierarchy (four levels of evaluation model)



Kirkpatrick's Evaluation Hierarchy

- ***Level One—Reaction*** What do participants think and feel about training. This level is often measured with attitude questionnaires, such as smile sheets—did you like it/me?
 - Were they satisfied?
 - Did it meet their needs?
 - Would they recommend it?
- ***Level Two—Learning*** Did participants learn skills, knowledge, or have a change in attitude, confidence or commitment? This is often accomplished with pre-testing and post-testing.
- ***Level Three—Behavior Change*** Answers the question, "Do people apply what they've learned?"
- ***Level Four—Results*** The highest level measures effectiveness in terms of "What result has the training achieved?" This measures the impact on the wider community.

Evaluation Timeframes

Kirkpatrick Model	Characteristics	When to collect data?
Level 4	Organizational results	Based on organization's timeframe (FY)
Level 3	Behavior change on the job	3–6 months after student arrives or returns to workplace
Level 2	Student Learning	Before /during/ end of training
Level 1	Student Reaction	During/end of training

Two Types of Outcomes

- Quantitative outcomes: **number** of people trained, cost, the number of training hours delivered.
- Qualitative outcomes: context; change; case studies, stories.

Outcome Based Evaluation

- **Outcome = Impact** on end user

- Behavior
- Attitude
- Skills
- Knowledge
- Condition/state

- **Know where you started.**

- **Are you spending resources on projects and programs that are making a difference?**



Methods

- Attendance
- Questionnaires
- Surveys
- Interviews
- Observation
- Focus groups
- Case studies
- Gathering stories



part of GoogleDocs



free(ish) online survey / quiz tool



**Free QuizMaker from
iSpring**
free quiz / survey software

The Wufoo logo, featuring the word "WUFOO" in a bold, white, sans-serif font on a dark red background.

Making forms easy + fast + fun.

free(ish) online form tool

Adapted from: www.topdoglearning.biz

Good Sources: TechSoup ... <http://www.techsoup.org>

SocialBrite ... <http://www.socialbrite.org>

Sample Evaluation Form

Evaluation Form

Emerging Technologies for Library Staff

Date and Location

The objectives of this workshop were that participants will be able to:

Explain reasons libraries should care about social software

Define Web 2.0 terminology

Explain examples of emerging technologies

Practice using emerging technologies such as blogs, wikis, YouTube and aggregators.

Indicate increased confidence and comfort levels with using new technology tools.

On a scale of one to five, rate:

1. How well were the objectives achieved?
2. Overall quality of the program?
3. Presentations by trainer(s)?

Comments and suggestions:

1. Please answer at least one of the questions below. Describe a way(s) in which your knowledge or attitude or skills or behavior have been (or will be) changed by something you learned at this workshop.
 - Knowledge: I will use the following knowledge learned at this workshop:
 - Attitude: I have changed my way of thinking about:
 - Skills: I have the following new skill to use:
 - Behavior: I will implement the following new behavior:
2. We would like your suggestions in order to plan future workshops and training sessions. Please list your top training needs:

Thank you for your valuable feedback. It is helpful in planning and improving our training program.

Veronica Grooms, Madison County Library, Madisonville, Texas

- "A written evaluation form including Section 1 to be filled out BEFORE students begin the class, indicating their previous knowledge or experience with internet searches; Section 2 to be filled out AFTER the students take the class, indicating their comfort with the internet and internet searches and the level of knowledge or experience gained by taking the class.
- The evaluation form also has a section for rating the presenter and a section for additional comments or suggestions."

Pre and Post

Turning the Page 2.0 (R5) - Pre-Program Survey

A Little About You ...

Please answer some basic demographic questions. Thank you!

1. Your Name

2. Your Library

3. What state? If not in the US, what country?

4. Your Email Address

5. Please identify your library role (check all that apply):

- ☐ Library Director
- ☐ Staff (please be specific in the "Other" box below)
- ☐ Trustee
- ☐ Friend of the Library
- ☐ Volunteer
- ☐ Public official
- Other (please specify)

6. How did you learn about this course? Please be specific. If you received an email, please indicate which list-serv, sender, etc.

7. Did your library system participate in the original Opportunity Online hardware grants program?

☐ No ☐ Yes ☐ I don't know

Page 2

Pre-Program Questions

Turning the Page 2.0 - Post-Program Survey

2. Please rate your level of agreement with the following statements about your comfort engaging in various advocacy-related activities.

"I am comfortable" ...

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
a) ... Identifying the goals of an advocacy project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) ... Identifying the key milestones needed to be successful in an advocacy project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) ... selecting members and creating a project team to focus on advocacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) ... determining what is required to manage a successful advocacy project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) ... Identifying and engaging community supporters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) ... Identifying target audiences that can help meet my funding requirement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) ... determining what target audiences currently think about the library and what they need to know in order to receive library messages in a clear and compelling way to the audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) ... presenting myself and the library in a professional, confident manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) ... selecting and implementing advocacy strategies that can help me my advocacy project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 10

Post-Program Questions

Sample Training Evaluation Plan Objectives

- ❑ By January 2014, the number of teens who attend technology workshops in the last year will increase by 40%.
- ❑ What do you need to know to measure this objective?
- ❑ 80% of participants who take library tech training workshops will demonstrate new skills and will rate on an eval form that they were very satisfied with the training.
- ❑ Need a baseline!

WORKSHOP PLAN

- **Title**
- **Target Audience**
- **Length**
- **Workshop Goal**
- **Learning Objectives**
- **Description**
- **Modules and Timing**
- **Evaluation**
- **Materials and Supplies**

Learning Objective

Specific and measurable!

3-hour Beginning Emerging Tech Workshop

As a result of this training, participants will be able to:

- **List** three reasons to use social software
- **Define** Web 2.0 terms
- **Explain** examples of emerging technologies
- **Practice** using emerging technologies such as blogs, wikis, YouTube and aggregators.
- **Indicate** increased confidence and comfort levels with using new technology tools.

Set Competencies; Expectations

WebJunction.org Public Access Computing Technology Competencies; includes tech skills, knowledge, and management of tech programming;

CO State Library's Technology Trainer Competencies

Assess KSAs

PRINTERS: Please rank your comfort with the following. *

	Novice	Apprentice	Expert
Powering on the printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loading paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loading cartridges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearing a paper jam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the printers available for a given workstation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Previewing a print job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic printer troubleshooting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Don't Jump to Conclusions

- Look at evidence
- The median is the middle score in a list of scores; it is the point at which half the scores are above and half the scores are below. Good for small samples
 - 60, 80, 85, 90, 100.
- Is it the topic or the trainer?
 - Or is it the time of day, not enough publicity, etc.
- The only person who can really know if someone learned something is the learner themselves. And what if they already knew it?
- Sometimes the only fault to the training is in the evaluation itself.



valuation: Best Practices

- Long term strategy
- Tie to training objectives
- Qualitative and Quantitative
- Anecdotal collections
- Kirkpatrick's Evaluation Hierarchy
(four levels: reaction, learning, behavior change, results)

**Pre-
assessment**

**Immediate
post-
assessment**

**Six months
post-
assessment**

**One year
post-
assessment**

**Library
user
assessment**

Practice
is the best
instructor.



Empower!



How to Motivate



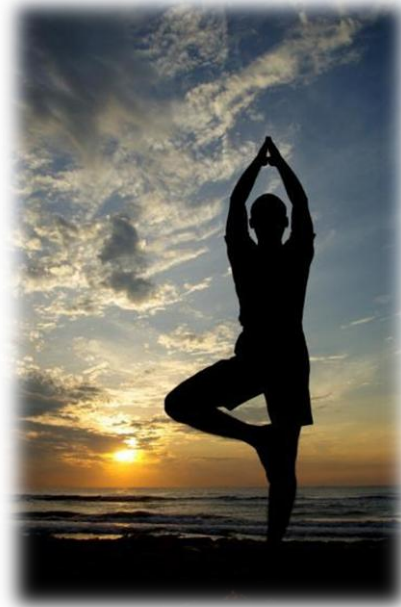
You Can't.



- You can only create an environment where employees can motivate themselves.
- Does your library or leadership style do that? Are there too many rules and oral traditions? Does the word control get used a lot? Is there need for too many 'permissions'? (Stephen Abram)

People are motivated by:

- Autonomy: People want to have control over their work/lives.
- Mastery: People want to get better at what they do.
- Purpose: People want to make a contribution to something larger than themselves.
- (Relationships: People need personal connections.)



Daniel Pink. *Drive: The surprising truth about what motivates us*

Appreciation



“Ignoring the performance of people is almost as bad as shredding their effort before their eyes. ”

“The good news is that adding motivation doesn’t seem to be so difficult.”-- behavioral economist Dan Ariely .

Helping Others

- Psychologist Adam Grant study at university fundraising call center; a student who had benefited from the center's scholarship fundraising efforts spoke to the callers for 10 minutes.
- **The Results:** A month later, the callers were **spending 142% more time on the phone** than before, and **revenues had increased by 171%**. But the callers denied the scholarship students' visit had impacted them.
- "It was almost as if the good feelings had bypassed the callers' conscious cognitive processes and gone straight to a more subconscious source of motivation. They were more driven to succeed, even if they could not pinpoint the trigger for that drive."

http://www.nytimes.com/2013/03/31/magazine/is-giving-the-secret-to-getting-ahead.html?ref=magazine&_r=o&pagewanted=all

Prosocial behavior


- **The promise of helping others makes us more likely to follow rules**

Grant ran another study in which he put up signs at a hospital's hand-washing stations, reading either "Hand hygiene prevents you from catching diseases" or "Hand hygiene prevents patients from catching diseases."

- **The Results:** Doctors and nurses used 45 percent more soap or hand sanitizer in the stations with signs that mentioned patients
- **The Upshot:** Helping others through what's called "prosocial behavior" motivates us.

Why are people resistant to change?

- The failure in any change is not b/c of the process/training itself, but more importantly people's adaptation to the change.
 - True resistance vs. fear of loss of the known.
 - loss of competence,
 - loss of familiarity,
 - loss of security,
 - loss of respect.



"We've always
done it that way!"
OR "I've never
done it before."

Holly



Greatest Challenges

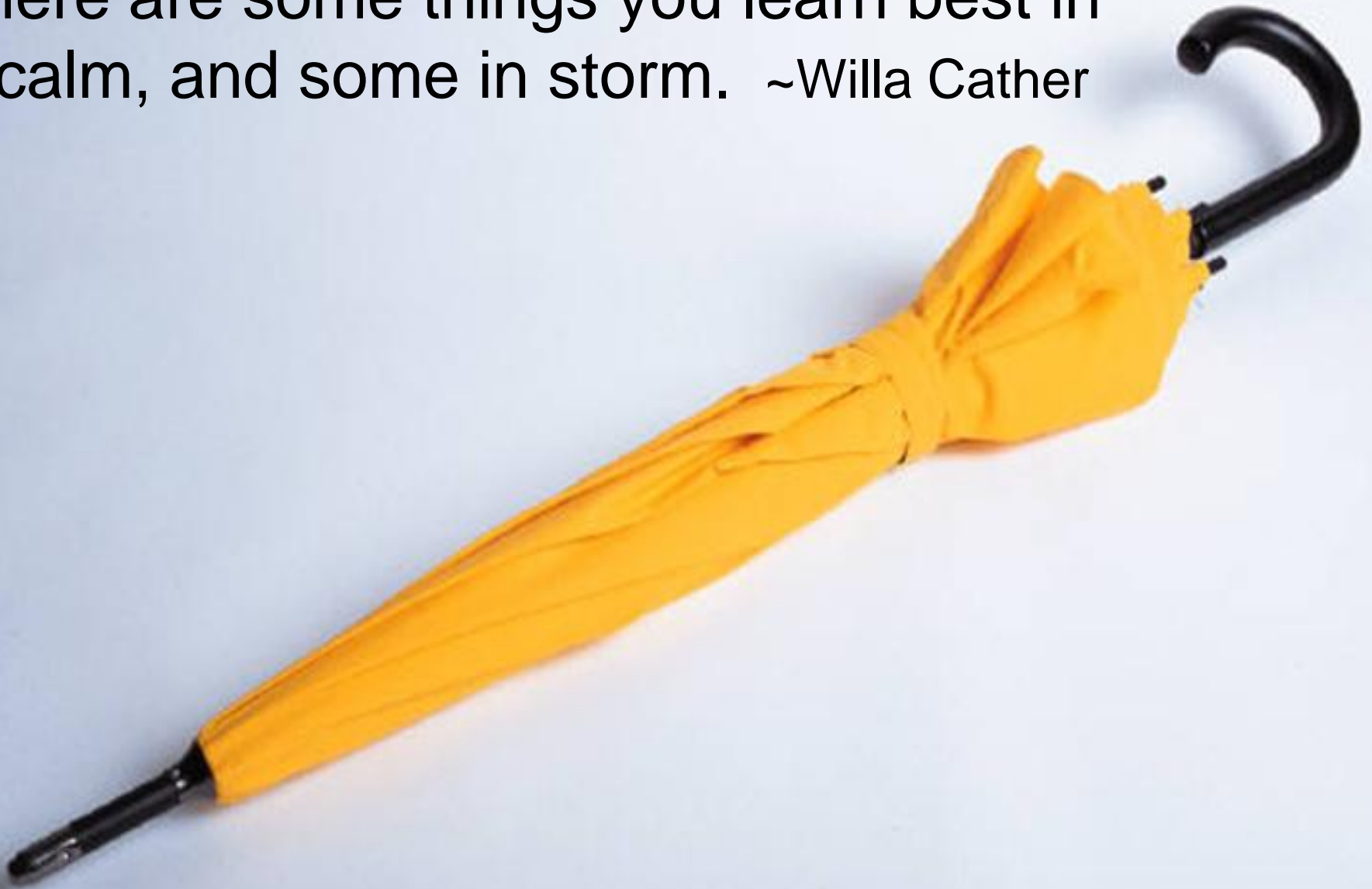


Four Elements for Success

1. Create purposeful comprehensive training plans
2. Empower library training staff through professional development and support
3. Cultivate partnerships, volunteer relationships, and material sharing
4. Advocate and communicate the value of library technology training

Gerding, Stephanie. *Transforming Public Library Patron Technology Training*, Library Technology Reports, September 2011.

There are some things you learn best in
calm, and some in storm. ~Willa Cather



Best Practices → Improved Services

- Edge is a national initiative to develop, test, and promote widespread adoption of public access technology benchmarks.
- Benchmarks will help library staff understand **best practices** in public access technology services for their communities **and determine the steps** they need to take to **improve those services**.
- <http://www.libraryedge.org>



**Where People Connect,
Communities Achieve**

Resources

The project will also include a wealth of information and resources that can be used to help advocate for public access computing improvements to local **funders and decision makers**.



What if something goes wrong?!

No one will get hurt, it'll be ok. 😊



What could go wrong?

Maximizing Your Harvest

- ❑ Determine what is the best use of your space and resources; grow high-value crops
- ❑ Choose crops wisely
- ❑ Clear the underbrush
- ❑ Prioritize: decide what is a bad weed and what is a good weed
- ❑ Plant perennials
- ❑ Include essential herbs
- ❑ Try something new every year
- ❑ Limit inputs of time and money
- ❑ Use free fertilizers
- ❑ Save seeds
- ❑ Grow your own mulch
- ❑ Conserve water
- ❑ Use the right tools
- ❑ Trade for what you don't have
- ❑ Plant mini gardens
- ❑ Garden beyond your yard
- ❑ Don't let the weeds grow back

<http://www.motherearthnews.com/organic-gardening/gardening-tips-zm0z11zsto.aspx?ViewAll=True#axzz2UbY1t0mV>

Mother Earth News

Dealing with Difficult Behaviors

- The know-it-all
- The late-comer
- The talker
- The interrupter
- Returning late from breaks
- Difficult Questions
- Registration problems
- Varied skill levels
- The repeat customer
- Scared/shy/quiet



Any Questions?

Confucius –
"He **who knows** all the **answers** has not been asked all the questions."

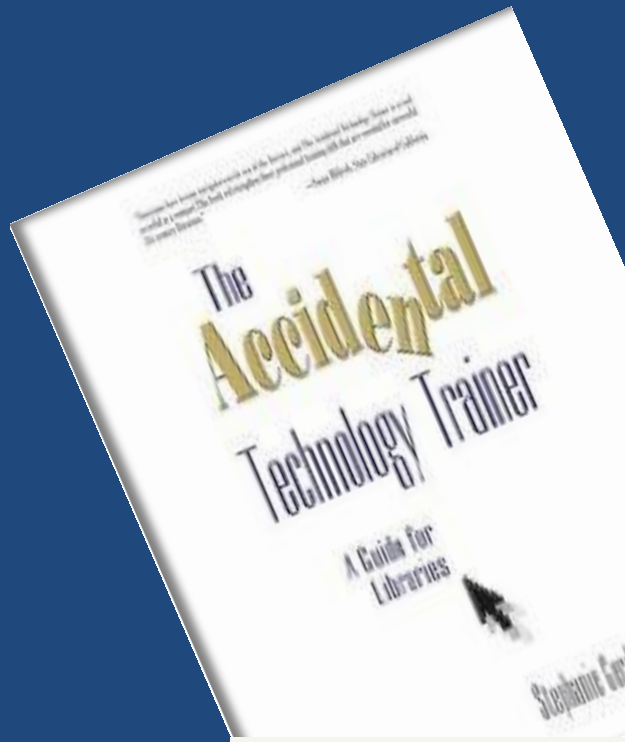


Libraries are the answer to compete and thrive in the 21st century.



- Help close the digital divide.
- Eliminate fear of information overload
- Provide a competitive edge.
- Foster lifelong learning.
- Provide important skills
- Transform lives.

The Accidental Technology Trainer



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